DOCUMENT RESUME

ED 067 191 32 RC 006 446

TITLE	The Utah Migrant - An Education Survey.
INSTITUTION	Utah State Board of Education, Salt Lake City.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.
PUB DATE	1 Dec 71
NOTE	70p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Classroom Materials; Curriculum Development; *Educational Needs; Ethnic Groups; Housing Deficiencies; Human Services; *Migrant Education; Migrant Health Services; Program Administration; Self Actualization; Summer Schools; *Surveys; *Tables (Data)
IDENTIFIERS	*Utah

ABSTRACT

A joint project between the Utah State Board of Education's Division of General Education and the Planning Unit, this survey was conducted for the purpose of harvesting concerns relevant to the total migrant educational program in Utah. The term "concern", refers to an area of apprehension or uncertainty in the area of migrant education. Formal questionnaires, informal "speak-up" sessions, and informal interviews were utilized to obtain data from staff members, parents, and students. It was determined that the concerns relative to educational materials and equipment included culturally relevant materials, recreational and classroom equipment, bilingual materials, and background information on students. Some concerns relative to the administration of the migrant program included interim and remedial programs, consultants for specialized areas, the migrant workshop, the teacher aide program, information dissemination to parents, district staff coordination, and prescheduling of health services. Relative to the auxiliary services were health and food services. Self-image and social development were concerns relative to the student. Related concerns included adult education, housing, and the day-care center. A synopsis of concerns harvested for each of the 7 districts and the formal instruments used to aid in the harvesting of concerns are included in the appendix. (HBC)

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OCT 16

THE UTAH MIGRANT

An Educational Needs Survey

Utah State Board of Education

1971

RC006446

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THE UTAH MIGRANT - AN EDUCATION SURVEY

OFFICE OF UTAH STATE BOARD OF EDUCATION

Walter D. Talbot
State Superintendent of Public Instruction

Lerue Winget
Deputy Superintendent for Instruction

DIVISION OF GENERAL EDUCATION

G. Morris Rowley, Administrator

PLANNING UNIT

Don Richards, Administrator

Mike Robinson, Specialist

Salt Lake City, Utah
December 1, 1971

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FOREWORD

This survey was undertaken as a joint project between the Utah State Board of Education's Division of General Education and the Planning Unit.

Migrant parents and children were surveyed to obtain most of the data used in this assessment.

It is hoped that administrators, teachers, and auxiliary personnel will find this survey useful in the evaluation, administration, and development of educational programs for the migrant.

It is also our wish that any agency which shares the important task of educating the migrant child will use this information to help develop a more effective and sensitive approach to such education.

Walter D. Talbot
State Superintendent
of Public Instruction

A C K N O W L E D G M E N T S

The Division of General Education and the Planning Unit wish to acknowledge the assistance of several staff members whose advice and expertise were invaluable in the preparation of this publication. Especially helpful were Kerry Nelson, Specialist for Title I programs, and Don Richards, Administrative Assistant and Planning.

Credit should also be given those staff members who aided in the preparation of the testing instruments and the final editing of the manuscript: Craig Kennington, Allen Bauer, Richard Burbidge, Joyce Hansen, Delbert Higgins, and Bruce Wainwright.

A special thanks is directed at local district personnel for their patience and understanding during the weeks of field work. A real dept is also owed to the migrant students and parents who freely expressed their educational concerns.

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THE UTAH MIGRANT: AN EDUCATIONAL SURVEY

I. Introduction

Each spring hundreds of families migrate into Utah seeking employment in agriculture. They come from several different states and from Mexico. Some remain for only a few weeks while others remain into September and October. The Utah migrant represents five different ethnic groups. The majority of the migrants are Spanish speaking; some are Mexicans, and others are Spanish Americans from the border states. The Navajo makes up the second largest group of Utah migrants. The Navajos migrate from reservations in Arizona and New Mexico. Many Utah migrants are Kickapoo Indians from Mexico. The Kickapoo speaks an unwritten Indian dialect; very few speak Spanish or English. A few Utah migrants are Anglos. Usually they migrate from the southern states. A small percentage of Utah migrants are Negro.

For the past few years the Utah State Board of Education has administered summer school programs for the children of migrant families. The programs are operated through Federal funds from the Elementary and Secondary Education Act of 1965, Title I. While some experimental migrant school programs have operated for several years, Title I programs have been in operation for six years. At present, the summer programs are held in seven different districts scattered through central and northern Utah. The duration of the program varies from district to district depending

upon the flow of the migrants in that area; however, most programs last at least nine weeks. The number of students served also varies from district to district.[1]

The Utah State Board of Education decided to conduct a study for the purpose of harvesting concerns relevant to the total migrant educational program in Utah. The term, concern, refers to an area of apprehension or uncertainty in the area of migrant education. By its very nature a survey of this type is negative: a concern implies a potential lack or need. This report represents only a small percentage of the total information harvested. The majority of the information, in fact, was positive. Many parents, students, and staff members expressed sincere appreciation for the progress made by concerned administrators, teachers, and staff members during the years the program has been in operation.

The survey was conducted in three different groups--the staff, the students, and the migrant parents. Concerns were harvested among staff members in the several districts through both formal and informal means. Formal questionnaires[2] were used which asked specific questions concerning different facets of migrant education. The form also allowed each staff member to list other concerns not covered specifically in the form. The staff member's title was asked for in the form, but the name was not requested.

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[1]Data on enrollment for each district is included in the appendix beginning on page 30.

[2]Samples of the questionnaires are included in the appendix to this survey starting on page 53.

Staff members were also given the opportunity to express concerns collectively in district staff speak-ups. These speak-ups were conducted in each district on an informal basis. Usually the speak-ups were segregated. That is, teachers did not participate in the same speak-up with aides or with other staff personnel. The staff speak-up referred to in this survey, however, is the speak-up which involved just the local administrator and teachers. Concerns for the district were prioritized in this staff speak-up by an individual vote from those present.[3]

Students were also given the opportunity to express their concerns about the migrant program through formal questionnaires and speak-ups. The questionnaires were administered orally by the teacher or teacher's aide and were conducted in the child's native tongue. The student speak-ups were also conducted in the appropriate language.

The migrant parents were surveyed via informal interviews made at their living sites after working hours. No formal questionnaires were used. Instead, interviewers allowed the adult migrants to express any concerns they wished. All interviews were conducted in the language of the people interviewed. Interviewers were selected on the basis of language ability and experience with the specific migrant group involved. In many cases, the interviewer had either been or was at the time of the interviewing a migrant. In all cases, the interviewer had a personal

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[3]A synopsis of harvested concerns for each district is included in the appendix to this survey. Included there is a collective tabulation of student and staff responses and a prioritized list of concerns for each district.

knowledge of the location and names of the adult migrants to be interviewed. Migrant parents were selected to be interviewed on a random basis. Approximately ten families were interviewed in each district. Interviewers were trained in proper informal interviewing techniques and given an interviewing guide with suggestions on the focus of the interview.[4]

Traditionally, a needs assessment measures the gap between "what is" and "what should be." When this gap is judged to be significant, the concern is claimed to be a valid need. In other words, a valid need is present when there is a discrepancy between present status and desired status. The complex nature of this survey, however, prohibited the collecting of valid value statements on "what ought to be." It would be both difficult and presumptuous to list specific value statements of "what ought to be" for a population which covers five different ethnic groups and comes from sundry locations and cultural backgrounds.

This does not mean that valid needs are not inherent in the survey. The evidence speaks for itself. Valid needs are implied in many cases by the sheer weight of the evidence. And in all cases, the fact that a concern has been expressed suggests that there be further investigation into the area of concern. Such terms as <u>suggested</u> or <u>implied</u> needs will be used in this survey where the evidence does not establish a "valid" need.

This survey then is not a final statement. Further research and scrutiny are required. Hopefully, this educational assessment

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[4]A copy of this guide is included in the appendix on page 53.

will be used as a practical guide to the areas which require this investigation. The sole justification for this survey lies in its practical application by administrators, teachers, and district staff members.

This study is organized into two main parts: educational concerns and concerns which are related to migrant education but not a part of Title I's educational responsibility. Under Part II, Educational Concerns, there are five logical divisions: concerns relative to educational materials and equipment, administrative concerns, auxilary services concerns, concerns relative to students, and curricula and activities concerns. There are three divisions under Related Concerns: Adult Education, Housing, and the Day-Care Center.

II. Educational Concerns. Educational concerns reported are those which relate directly to the carrying out of Title I's educational responsibility.

A. Concerns relative to educational materials and equipment. These concerns are relevant to the physical materials and equipment which are necessary to the summer migrant program. Such things as textbook materials, recreational equipment, and background data are included in this category.

1. Concern: Culturally relevant materials.

A concern was expressed in three district staff speak-ups about the apparent lack of culturally relevant materials. The concern averaged fifth among the top ten when prioritized in these three districts by an individual vote from each member of the staff involved in the speak-up. The concern was also expressed by parents in two districts via informal interviews.

The concern for more cultural materials was emphasized for all three cultural groups: Chicano, Navajo, and Kickapoo. However, the concern appeared to be greater for the Navajo and the Kickapoo. Several districts reported a limited number of texts relevant to Chicano culture; one district reported having texts relevant to Navajo culture, but added that the materials were useless since the greater percentage of students couldn't read them. No district reported having any materials relevant to the Kickapoo culture.

The above data suggest that there is a need for audio-visual cultural materials such as records, films, and slides for all three cultural populations. While the same data imply a need for written materials for all three groups, the implied need appears to be greater for the Navajo and Kickapoo populations.

2. Concern: Recreational and classroom equipment.

Input from both staff and student groups suggests that there may be a need for some recreational and classroom equipment. This concern was voiced by the staff in two district speak-ups. However, it averaged tenth among the top ten when prioritized by individual vote in the districts concerned. Nevertheless, students in all seven districts expressed a concern about the apparent lack of recreational and classroom equipment. Balls and playground equipment, such as backstops and bases, were mentioned frequently. Other outside equipment mentioned included a two-wheeled bike for the school. In fact, a two-wheeled bike was mentioned in student speak-ups in five of the seven districts. One district did obtain a bike near the end of the program.

Students also expressed a concern about an apparent lack of inside equipment and materials. Larger desks, for instance, received considerable attention. Many students felt that the desks were too small for them. Investigation has revealed that some districts do assign migrant children

to primary pods. Students also mentioned such items as glue, scissors, paper, and pencils. New dance records, toys for the primary grades and puzzles and games for the older grades also received attention.

Investigation has revealed that student concern for some materials may be unfounded. A need may exist, however, in the area of puzzles and games and new dance records. Some outside equipment may also be lacking.

3. Concern: Bilingual materials.

Four districts listed an apparent lack of bilingual materials among their top ten concerns. This concern averaged fourth when voted on by the four district staffs. The concern for bilingual materials related to all three language groups: Spanish, Navajo, and Kickapoo.

One district reported having enough Spanish textbook materials. Apparently there are no written materials published in the Kickapoo language. The district which handles the majority of the Navajo children in Utah's migrant program reported having a sufficient quantity of written materials, but also reported that children couldn't read them.

Every district was concerned about the apparent lack of bilingual audio-visual materials such as records, films, and pictures with bilingual captions.

The implied need for all districts is for more bilingual audio-visual materials. The implied need for several of the districts is for more bilingual written materials.

4. Concern: Background information on students.

One district was concerned about the apparent lack of background materials on incoming students. Background data on such things as medical history, reading and language ability were requested.

A national computer system has been initiated which may assist in taking care of this implied need.

B. Concerns relative to the administration of the migrant program.

This category refers to those concerns which are related to district or state policy and administration. Also listed under this heading are those concerns which would require administrative action.

1. Concern: Interim and remedial programs.

This concern was listed among the top ten concerns in speak-ups in two districts; it averaged fourth between the two districts. Staff members in two districts which were concerned in this area feared that many migrant children who drop out of the migrant stream are unable to adjust to Utah's public education system. The staff members feared that a migrant student would have both language and academic problems while adapting to a regular school situation. A fear was also expressed that many migrant children who drop out of the migrant stream are not recruited into the public school system.

Four districts reported that migrants remain in their area until October or November and migrant children enter

the public school system in September and remain there until their parents leave the state. These districts expressed a concern, both in speak-ups and individually, that these students need special academic and language help in order to succeed during their stay in Utah's regular schools.

The above data suggest that there is a need for interim and remedial programs for students who drop out of the migrant stream and take up permanent residence in Utah and for those students who enter Utah's public schools for a month or two in the fall of the year. The evidence also suggests that there is a need for better recruitment procedures for both of these groups.

2. Concern: Length of program.

Only one district expressed a concern in their staff speak-up about the need for a longer program. This district felt that since the migrants in their area remained into October and November there should be a program which would carry the students until the public school system opens in September. At present, the migrant summer program generally closes during the first week in August.

Parents in two districts also expressed a concern about the duration of the program. They suggested that a longer program would not only provide their children with more educational opportunity but would also free them (the parents) to work in the fields during this period.

The implied need is for the summer migrant program to extend for three or four weeks in those districts where migrants remain through September.

3. Concern: Consultants for specialized areas.

A concern for specialized help was expressed in two district staff speak-ups. It averaged fifth between the two districts when prioritized by the staff on an individual basis. The concern dealt with the apparent need for specialists to aid in the teaching of such subjects as crafts and language.

Some districts reported having used district and volunteer help in the teaching of specialized areas.

The implied need is for more consultants for specialized areas or for a general policy regarding the use of district and state consultants and volunteer help.

4. Concern: The Migrant Workshop

Concerns relative to the State sponsored Title I Workshop held in June of 1971 were expressed in staff speak-ups and on individual staff forms in six of the seven migrant programs. The concerns fell into three different categories relative to the migrant workshop: the apparent need for a more practical workshop, the apparent need for a workshop held on a district level, and the apparent need for a tri-cultural workshop.

The concern for a more practical workshop was expressed in the staff speak-ups in five districts; it averaged seventh

when prioritized on an individual staff basis in the five districts. The state workshop held in the summer of 1971 lasted two days and emphasized social and minority theory. The staff expressed a desire for more treatment of specific methods and materials.

The concern for a workshop held on a district level was expressed in staff speak-ups in four districts. It averaged third when prioritized on an individual basis by the staffs in those districts. The concern was for a district workshop starting at least one day before the beginning of the program to allow district personnel to discuss district problems and policies. During the summer of 1971 only one district held an in-service workshop.

The concern for a tri-cultural workshop was prioritized as number eight in one district and expressed via individual forms in one other district. The staff desires a workshop which would treat the three major cultures represented by Utah migrants: Chicano, Navajo, and Kickapoo. The 1971 workshop dealt only with the Chicano.

The implied need is for an investigation into the practicality and cultural relevancy of present in-service training programs.

5. Concern: Teacher aide program

The concern for a better teacher aide program averaged number five among the top ten when prioritized in the five

district staff speak-ups which expressed it. This concern was expressed in terms of the hiring and supervision of teacher aides.

Parents in four districts also expressed a concern about the maturity and experience of teacher aides. However, to the migrant parents, anyone who is not a teacher but assists in the classroom would be classed as an aide. In most cases, then, it was difficult to determine if the parents actually meant a teacher's aide or some other classroom assistant such as the Neighborhood Youth Corps workers.

6. Concern: State Title I contact with local districts

The staff of one district expressed a concern about the apparent lack of contact with State Title I specialists. This concern was listed as ninth when prioritized among the top ten concerns for the district.

The concern was not only expressed in terms of the quantity of the visits made by state specialists, but also emphasized the desire for more practical or task-oriented visits. That is, the staff members expressed a concern that some visiting specialists do not bring materials or suggestions with them when they visit.

The above information might suggest that there may be a need for more practical visits by State Title I specialists to local district migrant programs.

7. Concern: Coordination of authorized visits

One district expressed a concern about the number of unauthorized and unannounced visits to the program. The concern was expressed in the staff speak-up for the district.

Reports from several districts indicate that district programs are visited almost daily by both official and unofficial personnel. Some visitors (e.g., the Migrant Council) used classroom time to scrutinize texts, classroom materials, and teaching methods. Unannounced visits by State Title I specialists were also reported.

These data suggest the need for a general policy with respect to who visits where and when these visits may be made to local migrant programs. They also suggest that a policy is needed regarding guidelines visitors should follow during these visits.

8. Concern: Information dissemination (to parents)

Staff members in six out of the seven districts listed a concern about information dissemination to parents among their top ten concerns for the district. The concern averaged sixth when prioritized in the six districts by individual voting.

Adult ignorance about the school program was manifest in a large percentage of the informal interviews made among the adult migrant population. Such statements as "The only thing I know about the school program is the direction the

bus takes my children in the mornings" were common. All school districts did have informative meetings about the school program to which the parents came. However, because of working schedules and other factors, many parents did not attend these meetings. Instead they relied on the Vista volunteers or school recruiters to inform them concerning the activities and programs conducted in the individual schools.

The above data imply a need for a more effective way of informing parents concerning the values and activities of the summer programs.

9. Concern: Regulation on teacher-pupil ratios.

A concern was expressed in two district staff speak-ups relative to the teacher-pupil ratios. Between the districts, the concern averaged fifth when prioritized by individual vote.

Both districts reported the concern in terms of an apparent need for more individualized instruction. One of the reporting districts, for instance, reported an average daily attendance of 70 and employed four teachers and four teacher aides. The other district which expressed the concern employed two teachers and two teacher aides and had an average daily attendance of 30.

The implied need suggested by this concern is the employment of more teachers or aides for these two districts to facilitate more individualized instruction. The above data also suggest that a general policy be adopted concerning a proper teacher-pupil ratio for the summer migrant program.

10. Concern: Supervision of students (bus, lunchroom)

A concern for proper supervision on the bus and in the lunchroom was expressed by the staff in one district, by adults in three districts, and by students in one district. This concern was not listed among the top ten concerns for any district.

Adults appeared to be concerned about the apparent lack of supervision on the bus enroute to and from the school. Adults in more than one district suggested that the problem was a result of the fact that the bus driver was not bilingual. Most districts, however, employ bilingual bus drivers. One district reported that supervision was lacking on the bus because personnel assigned to ride the bus with the day-care students were not doing so.

An apparent lack of supervision in the lunchroom was reported by only a few staff members in the districts concerned. Usually the concern was expressed by the cooks or custodians.

The above data suggest that there may be a need for more supervision, especially on the school bus. It may also suggest the need for a policy regarding the hiring of bilingual bus drivers. The information may also imply that parent adults need to be better informed about the situation on the buses, since their information regarding bus supervision would come solely from students.

11. Concern: Coordination of Title I and the Day-Care Center.

A concern about problems resulting from an apparent lack of coordination between the Title I school program and the

Migrant Council operated Day-Care Center was expressed in the staff speak-up for one district. When prioritized, however, the concern did not appear in the top ten concerns for the district.

The concern was expressed in terms of an apparent lack of coordination in disseminating information to parents concerning the activities of the Title I program and the activities of the Day-Care Center.

It should be stated, however, that other districts reported that the coordination between the two organizations had been much improved during the 1971 program.

The implied need for the district involved is more administrative contact between the Center and the Title I program.

12. Concern: Full-time administrator.

A concern about the apparent lack of a full-time administrator to work with the migrant school was expressed in the staff speak-up in one district where it was fifth when prioritized by the staff. The same concern was also expressed on the individual form of an administrator from another district.

The concern was defined as an apparent lack of an administrator who is able to devote full time to the program during its summer duration. In some districts, for instance, the administrator of the migrant school is also the district Title I director and for that reason has other responsibilities.

It was also reported in more than one district that the ten-month principal at the school location where the program took place was asked to act as the principal for the migrant summer program, thus adding to his summer responsibilities.

The implied need suggested by the information received on this concern is for a full-time administrator whose sole responsibility during the duration of the migrant summer school would be to the migrant program.

13. Concern: District staff coordination and involvement in decision making.

A concern was expressed in two district staff speak-ups about the apparent lack of staff coordination on a district level. The concern averaged eighth when prioritized among the top ten for the two districts who expressed the concern.

The concern was also expressed on the individual staff forms which were filled out in all seven districts. All staff members did not choose to answer the two questions relative to district staff coordination: A total of twenty-eight answered the first question, and thirty-three the second. The cumulative results of staff response are shown below:

1. To what extent are you involved in the ongoing decision-making process in your district's Migrant Program?

Never		Sometimes		Frequently
I 8	II 3	III 8	IV 4	V 5

2. To what extent are you able to participate in case conferences (pooling of information and ideas with fellow workers in the program)?

Never Sometimes Frequently

I 3 II 4 III 14- IV 8 V 4

The information harvested relative to district staff coordination is definitely weighted in the negative division and suggests that there is a need for more regular staff meetings and conferences on a district level.

14. Concern: Student eligibility and recruitment.

Two related concerns were listed in staff speak-ups in three districts: An ambiguous definition of student eligibility and problems in the recruiting of students for the summer program.

The two are related, as staff members suggested that some of the problems associated with recruitment stemmed from the fact that the recruiter did not know which children could legitimately be classified as migrants. In one district, for instance, approximately 25% of the students had not taken up residence in any other state than Utah for more than one year. Some of the students in that same district had been permanent residents of Utah for more than ten years.

Policies for recruitment vary from district to district. Two districts have hired a person to be responsible for student recruitment. One district administrator handles

recruitment herself. The other districts rely on Vista or Outreach workers. The effectiveness of student recruitment, then, varied from district to district. In two districts, staff personnel expressed a concern over the effectiveness of using Vista volunteers as recruiters. Two other districts reported positive results with the using of Vista volunteers.

The above information suggests a need for a general and well-defined and well-disseminated policy concerning student eligibility for the migrant program. Another implied need is for an investigation into present methods of student recruitment.

15. Concern: Prescheduling of health services.

Two districts expressed a concern about the apparent lack of preparation for health services programs. The concern was not listed among the top ten concerns for either district.

Staff personnel in the two districts explained that because there was little scheduling of medical personnel (doctors, dentists) before the program started, it was difficult to locate and schedule these health personnel after the school program had begun. One district, for instance, reported having a problem finishing dental examinations and follow-up work before the summer program had ended.

There is an implied need for more prescheduling of health services in some migrant programs.

16. Concern: Tangible evidence of child participation.

Parents in two districts expressed a concern for some type of evidence that their children had participated in a school program while in Utah. The parents made the request so they could carry some type of tangible evidence of participation back to their home state or country.

One district did provide a certificate of participation which included the child's name, the number of days in attendance, and the subjects studied by the child.

There is an implied need for some type of certificate of participation for migrant students to carry with them from the migrant summer program.

C. Concerns relative to the auxiliary services.

1. Concern: The Health Services

This educational survey was conducted for one week in each of the seven migrant districts. For that reason, the timing for the survey was different in each district. The first district surveyed, for instance, was surveyed near the beginning of the program, and so on.

Districts surveyed during the beginning of the program expressed a concern about the adequacy of funds for health, dental, and eye care. It was reported then that the migrant children would require more than average dental and eye care and that existing funds would not cover follow-up work in these areas.

Post-program verification, however, indicated that through the help of a Federal grant received by the Migrant Council, all dental and eye care was completed.

2. Concern: The Food Services.

A concern was expressed about some aspect of the food services in all seven districts. The cultural relevancy of the food services was mentioned in staff speak-ups in four districts where it averaged sixth among the top ten when prioritized by the staff in those districts on an individual basis. The same concern was also mentioned in student speak-ups in four districts.

Most of the comments received with respect to food service centered around the cultural relevancy of the food. The students were especially concerned about the food being cooked in the traditional ways and manners. Students did not appear to react, however, against "American" style foods. What they did react against was the attempt to prepare their own cultural specialties. The general consensus was that if "the cooks are going to prepare our cultural specialties, let them do it right."

The quantity of food also received limited attention. In most cases, however, comments referring to the quantity of food were directed at picnic and field trip lunches. No student complained about the quantity of food served at the school. A few staff members did.

The quality of the food served to migrant children was a concern in only one district. In that district, the quality of the food was defined in terms of balance and variety. The staff members in that district listed the quality of the food service as number two among the top ten concerns.

The implied need in the area of food service is for more culturally relevant meals prepared by those who are experienced in the authentic preparation of the children's specialties. Another implied need is for more food to be prepared for picnic and field trip lunches. The information also suggests that in at least one district the nutritional balance and variety of meals need to be investigated. Perhaps a cook workshop is needed.

3. Concern: Shower facilities.

A concern for shower facilities for migrant students was expressed in staff speak-ups in two districts. The concern averaged seventh when prioritized among the top ten concerns for these two districts. The same concern was mentioned on the individual forms of three staff members in one other district.

Two of the seven districts had shower facilities during the 1971 summer program.

The implied need is for at least single shower facilities for both the boys and the girls in each of the districts where there were none available.

D. Concerns relative to the students.

Obviously, all educational concerns are relevant to the students. However, in this category are listed those concerns which relate directly to the collective or individual personality and emotional well being of the students.

1. Concern: Self-image development.

Self-image is easier to define in terms of its symptoms than its substance. While only one district listed self-image development among its top ten concerns in the staff speak-up, individual comments from other districts related to the symptoms of poor self-image. In the district where the concern was listed in the staff speak-up, it was prioritized as number one among the top ten concerns for the district.

Much of the concern for a proper self-image development centered around Kickapoo students. However, the Chicano and Navajo students were also included in the concern. Symptoms such as a lack of confidence in academic work, low expectations for self, and an aversion to academic competition, were expressed by staff members on an individual basis in several districts.

There is an implied need for a more systematic approach to student self-image development for all three cultural groups, especially the Kickapoo.

2. Concern: Social development.

Related to self-image development is social development. It is listed as a separate concern because it is broader than self-image development. This concern is derived; that is, no student said he needed social development. The comments from student speak-ups in all seven districts, however, do imply a need for social development. Students, for example, in the district where Chicano and Kickapoo students make up the majority of the student population, were extremely sensitive about their relations with each other. In fact, most of the comments from the student speak-ups in that district centered around relations between the two groups. Student speak-ups in other districts also revealed an aversion to social mixing on the part of migrant students.

In only one district was this concern listed by the staff in their speak-up as ranking among the top ten concerns for the district. It ranked number four among the top ten concerns in the district.

Adults in four districts expressed a concern for the social development of their children. In this case, however, the concern was not for just social mixing, but for the acquisition of social skills. Such things as dining etiquette (using eating utensils) and being able to give a talk in front of a group were mentioned frequently.

The above information implies a need for more attention in the areas of social development and in the acquisition of social skills.

E. Concerns relative to curricula and activities.

Listed under this category are those concerns which related to academic subject matter and outside activities such as field trips and swimming.

1. Concern: Practical curricula and crafts.

There is a concern that migrant students are not getting sufficient experience in practical subjects such as metal work and mechanics for the boys and sewing and cooking for the girls.

This concern was expressed in the staff speak-ups in two districts. In one district it was listed as fourth when prioritized by an individual vote to establish the top ten concerns for the district. In the other district it was not listed among the top ten concerns.

This same concern was mentioned in student speak-ups in six of the seven districts.

Parents in five of the seven districts expressed concern about the apparent lack of practical subjects being taught their children.

The expressed concern was defined by staff, students, and parents as an apparent lack of academic training in practical subjects such as mechanics, leather work, metal work, sewing, cooking, nursing (baby care).

There is an implied need for more explicit training in practical subjects and crafts.

2. Concern: English

There is a concern that migrant students need more academic training for development in oral and written English.

This concern was listed in the staff speak-ups in two districts. When prioritized, it averaged second among the two districts' top ten concerns.

The concern was also voiced by students in two districts in student speak-ups.

Parents in all seven districts expressed a concern for an academic emphasis on training in the English language.

The concern seemed to be greater for Navajo and Kickapoo students. It was estimated in one district, for instance, that only 25% of the Navajo students could communicate in oral English. The majority of Kickapoo students also have difficulty with oral English. While many Chicano students are able to communicate moderately well in oral English, they have difficulties in the reading and writing of English.

Teachers in all districts spend several hours per week in the development of reading and communication skills. Districts reported an average of ten hours class time per week, in fact, in the development of oral and written English.

This information, then, may or may not indicate a need for more English language development. It does suggest, however, that parents, students, and staff members are convinced that the migrant student does need to become proficient in the English language.

3. Concern: Painting (not with crayons)

Students in six of the seven migrant districts expressed a concern about the apparent lack of painting time. Most of the comments relative to painting were expressed in student speak-ups. Students suggested that they wanted to paint more with water colors or oils rather than with crayons.

There is an implied need for more painting (not with crayons) to be included in the districts' program scheduling.

4. Concern: Science

When asked what they would like to study that isn't being taught now, students in four districts responded, "science." The response came in student speak-ups.

Three districts reported that they taught science as a subject while the other districts reported that science was taught as a complement to outside activities such as field trips.

The above information implies that students have the desire to study more science. The information may also suggest that the students' definition of science differs from that of the schools.

5. Concern: Ratio of outside activities to classroom academics.

Parents in two districts expressed a concern that their children were spending too much time out of the classroom on field trips and other outside activities.

The Kickapoo parents were especially concerned about their children's classroom time not being used for outside

activities. This is understandable since the Kickapoo child's only academic training comes during the summer migrant program. The district which handles the Kickapoo children spent an average of eight hours per week on outside activities. The ratio of outside activities to classroom work varies from district to district. The average time spent on outside activities for the seven districts was approximately six and one half hours.

The above information suggests that some parents believe that too much time is being spent on outside activities. The implied need is for investigation into the nature and amount of time spent on outside activities, especially with respect to the Kickapoo children. It may be that the unique problems associated with the Kickapoo children will warrant program changes in this respect.

6. Concern: Swimming

There is a concern that students do not go swimming enough. This concern was expressed in student speak-ups in three districts.

Swimming is by far the favorite activity of the migrant child. One district went swimming twice a week, five districts went once a week, and one district went twice during the summer program; in this district there were difficulties encountered in scheduling swimming facilities.

The above data indicate that many students felt that there is a need to go swimming more often.

7. Concern: Field trips

Staff members in two districts listed a need for more field trips among their top ten concerns. The concern was expressed in the staff speak-ups and averaged fourth when prioritized by the individual staff members in the two districts. In one of the districts, the concern was defined in terms of longer field trips. This particular district (Carbon) is isolated by the Wasatch mountain range from the more populated parts of Utah. The staff members in this district felt that field trips should be made into Salt Lake and Utah counties. Expanded field trips were prioritized as the third greatest concern for their district.

This concern was also listed by students in speak-ups in six out of the seven migrant districts. The number of field trips taken varies from district to district. One district, for example, took 26 field trips during the summer program. Other districts took fewer, but all took at least one a week.

There is an implied need for more and longer field trips for several districts. The evidence strongly suggests that there is a need for longer field trips in the Carbon District.

It is interesting to note that some parents expressed a desire for fewer outside activities for their children. (See pages 23-24, #5.)

III. Related Concerns

Because of the informal nature of this educational survey, some concerns were harvested which do not relate directly to Title I's educational responsibility. It is instructive to include them here, however, because of some relationship to Title I. Also, they may be useful to other organizations who are working to improve the lot of the Utah migrant.

A. Concern: Adult Education

There is a concern relative to the lack of an educational program to cover the needs of the adult migrant. Parents in all seven districts expressed a concern for an apparent lack in adult education programs. Staff members in one district listed their concern about adult education as number one among the top ten concerns in their district. This was done in the staff speak-up for that particular district.

The concern for adult education programs was expressed by the adult migrants in informal interviews with trained and bilingual interviewers. During the interview adult migrants were asked what subject they would like to study if given the chance. Answers varied but fell into three main areas: English, practical subjects, and high school diploma programs.

The desire to study practical subjects dominated the adult migrant's response in the area of adult education. For the men, mechanics was by far the first choice. This choice also appeared to stem from a practical need. One of the migrant's chief worries is transportation. Men also desired to study

other practical subjects such as carpentry. The adult migrant women were animate about the possibility of studying home skills such as cooking and sewing. Nursing and infant care were also suggested as possible adult education subjects.

Many adult migrants expressed a desire to study English. This desire appeared to stem from practical needs: the need to read road signs, the need to apply for a job in English, and the need to shop and barter in English speaking communities.

Some adult migrants were concerned about the possibility of finishing high school. No figures are available as to the percentages of migrant adults who have finished high school, but adult comments would imply that many of them have not.

B. Concern: Housing

Students in all seven districts expressed a concern about housing; this concern came through student speak-ups. This same concern was also listed as the sixth greatest concern in one district staff speak-up.

Migrant students expressed the desire for several improvements in their housing situation. One of their chief complaints was about toilet and shower facilities. Some expressed a concern about the apparent lack of inside toilet and shower facilities. Another concern arose over the apparent lack of proper coverings for these facilities. That is, some students stated

that the toilets and showers had no stall doors or screens on them. Hot water was also requested by some students.

Another student concern dealt with the apparent lack of screens on doors and windows for some of their housing. These houses are continually filled with flies and mosquitoes, they said.

Recreational facilities at or near the housing site also worried several migrant students. When asked "What do you worry about most?" in student speak-ups, many migrant students answered that the tending of younger brothers and sisters was their greatest worry. They didn't appear to worry about the time involved. Their concern was with the lack of recreational facilities to help entertain their younger brothers and sisters. Many said that their housing was located near canals and roads, and this made it difficult to tend the younger children. In connection with the concern for recreational facilities at the housing sites, many students were concerned about the apparent lack of grass at or near these sites. Many expressed a desire to have some place to play free from rocks and weeds.

C. Concern: The Day-Care Center

The Day-Care Center is operated by the Utah Migrant Council. During the 1971 program the Centers were located in the same school facilities with the Title I programs. The purpose of the Centers was to provide care for pre-school age children and to free parents to work in the fields. Hopefully, the

concerns harvested with respect to the Day-Care Centers will be useful to the Utah Migrant Council in its operation and administration of this beneficial program.

Most of the comments concerning day care came from migrant parents. Their concern centered around the personnel working in the Centers. Their first concern was with the apparent lack of maturity and experience of those employees. Some reported, for instance, that their children had diaper rashes, which indicated to the parents that the children had not been changed often enough. Parents in three districts were concerned about the operation of the Centers.

The fact that teenage boys are employed to work in the Centers was also a concern to migrant parents.

This same concern was listed as seventh among the top ten concerns for one district in the staff speak-up. The staff in this particular district was concerned about the supervision of the Day-Care Center employees.

APPENDIX

A. A Synopsis of Concerns Harvested for Each of the Seven Districts

1. Box Elder School District

a. Number of years the migrant program has been in operation 6.

b. Total number of children enrolled during the program 126.

c. Average daily attendance 70.

d.

Ethnic Group	Number of Students Enrolled
Spanish-American (or Mexican)	114
Navajo	5
Kickapoo	0
Anglo	6
Negro	1

e. Number of teachers 4.

f. Number of bilingual teachers 3.

g. Number of teacher aides 4.

h. Number of bilingual teacher aides 3.

i. Student questionnaire (administered by aides in the child's native language). Numbers indicate the amount of response in the various categories.

(1) Which way do you learn best?

a. Reading - 33
b. Viewing a film - 1
c. Going on a field trip - 8
d. Listening to a tape or record - 4

(2) How do you like to play?

a. With a group - 14
b. Alone - 2
c. With the whole class - 29

(3) How do you learn best?

a. When a lesson is presented in English - 26
b. When the lesson is presented in English and child's language - 13
c. When the lesson is presented in child's language - 5

(4) Which would you rather do?

a. Make money - 11
b. Stay home - 3
c. Go to school - 30

j. Response table from individual staff forms. Numbers in graph indicate the amount of staff response in the various categories for Box Elder District.

1) Indicate the degree to which you feel the migrant students in your district have a need in:

	No Need 1	2	3	4	Extreme Need 5
a) Social Skills	1		1	2	1
b) Getting along with other students		2	1	2	1
c) Self-Confidence	1	3		1	
d) Increased Ability to Communicate	1	1		4	
e) Reading Skills			3	3	
f) Math Skills	1		1	3	
g) English Language	2			2	1
h) Native Language	1	1	2	1	1
i) Music Skills	2		3		
j) Arts & Crafts	1	1	3	1	
k) Physical Development	1	1	3		
l) Medical & Dental Care		1		2	3
m) Nutrition	1	1		3	1
n) Personal Hygiene		2		2	2
o) Eating Habits	1		2	3	1
p) Toilet Skills	1	1	1	2	
q) Retention of Child's Own Cultural Heritage	2	1	2	1	

2) Now indicate the degree to which you feel the Migrant Program is meeting these needs in:

	Very Poor	Poor	Satis-factory	Good	Excel-lent
a) Social Skills			1	5	
b) Getting Along with Other Students			1	2	3
c) Self-Confidence			1	3	2
d) Increased Ability to Communicate			2	3	1
e) Reading Skills			2	4	
f) Math Skills			2	4	
g) English Language		1	2	4	
h) Native Language			2	4	
i) Music Skills			2	2	2
j) Arts & Crafts			2		4
k) Physical Development			2	3	1
l) Medical & Dental Care			3	1	2
m) Nutritional		1		5	2
n) Personal Hygiene			1	5	1
o) Eating Habits		1	2	4	1
p) Toilet Skills			2	3	1
q) Retention of Child's Own Cultural Heritage		1	3	2	

1. Box Elder School District (continued)

k. Eleven prioritized concerns (submitted in staff speak-up) in order of importance as voted on by staff on an individualized basis.

1) More bilingual help (aides, specialists)

2) Regulation on teacher-pupil ratio

3) Culturally relevant materials (pictures, visual aids, etc.)

(--4) Citizenship training (social behavior, following rules)
Tie (
(--4) Good bilingual readers (texts on all levels)

6) Practical state workshop

7) Interim program (to help the migrant child who has dropped out of the stream)

(--8) District workshop (train aides, orientation)
Tie (
(--8) More supplementary materials (different from normal texts - many use same texts in fall)

10) Clarification for student eligibility (for the program)

11) Coordination of visits (from state and migrant officials)

2. Cache School District

a. Number of years the migrant program has been in operation 5 .

b. Total number of children enrolled during the program 25 .

c. Average daily attendance 18 .

d.

Ethnic Group	Number of Students Enrolled
Spanish-American (or Mexican)	25
Navajo	0
Kickapoo	0
Anglo	0
Negro	0

e. Number of teachers 2 .

f. Number of bilingual teachers 1 .

g. Number of teacher aides _____.

h. Number of bilingual teacher aides _____.

i. Student questionnaire (administered by aides in the child's native language). Numbers indicate the amount of response in the various categories.

(1) Which way do you learn best?

(a) Reading - 12
(b) Viewing a film - 2
(c) Going on a field trip - 10
(d) Listening to a tape or record - 0

(2) How do you like to play?

(a) With a group - 6
(b) Alone - 1
(c) With the whole class - 17

(3) How do you learn best?

(a) When a lesson is presented in English - 17
(b) When the lesson is presented in English and child's language - 5
(c) When the lesson is presented in child's language - 2

(4) Which would you rather do?

(a) Make money - 6
(b) Stay home - 1
(c) Go to school - 17

j. Response table from individual staff forms. Numbers in graph indicate the amount of staff response in the various categories for Cache District.

1) Indicate the degree to which you feel the migrant students in your district have a need in:

	No Need 1	2	3	4	Extreme Need 5
a) Social Skills		4	3	1	
b) Getting along with other students	2	3	2	1	
c) Self-Confidence		3	1	3	1
d) Increased Ability to Communicate	1	1	2	2	2
e) Reading Skills			3	4	1
f) Math Skills		1	4	3	
g) English Language	1	2		4	1
h) Native Language	5	1	2		
i) Music Skills		1	4	3	
j) Arts & Crafts			3	4	1
k) Physical Development		1	4	3	
l) Medical & Dental Care			4	2	2
m) Nutrition		1	6	1	1
n) Personal Hygiene			2	6	1
o) Eating Habits		2	4	2	1
p) Toilet Skills	3	1	4		
q) Retention of Child's Own Cultural Heritage			7		

2) Now indicate the degree to which you feel the Migrant Program is meeting these needs in:

	Very Poor	Poor	Satis-factory	Good	Excel-lent
a) Social Skills		1	2	4	
b) Getting Along with Other Students			2	4	1
c) Self-Confidence		2	3	1	1
d) Increased Ability to Communicate			2	4	1
e) Reading Skills		1	2	3	1
f) Math Skills		1	2	3	1
g) English Language		3	1	2	1
h) Native Language		1	3	3	
i) Music Skills		2	4	1	
j) Arts & Crafts		3	4		
k) Physical Development		3	4		
l) Medical & Dental Care			4	2	2
m) Nutritional		3	2	3	
n) Personal Hygiene		2	4	2	
o) Eating Habits			4	3	
p) Toilet Skills			3	3	1
q) Retention of Child's Own Cultural Heritage			6	1	

2. Cache School District (continued)

k. Ten prioritized concerns (submitted in staff speak-up) in order of importance as voted on by staff on an individualized basis.

1) Teach Spanish (writing and reading)

2) Training program designed to meet individual district needs

3) Food Service (culturally relevant)

(--4) Dissemination of information to parents
(
Tie (--4) Involvement of community with the migrant program
((co-activities)
(
(--4) Practical subjects (e.g., sewing, cooking, leather, metal)

(--7) More field trips
Tie (
(--7) Bilingual audio-visual aids

9) Staff coordination (meetings, etc.)

10) Coordination between state Title I and individual districts

3. Carbon School District

a. Number of years the migrant program has been in operation 2 .

b. Total number of children enrolled during the program 40 .

c. Average daily attendance 24 .

d.

Ethnic Group	Number of Students Enrolled
Spanish-American (or Mexican)	1
Navajo	39
Kickapoo	0
Anglo	0
Negro	0

e. Number of teachers 2 .

f. Number of bilingual teachers 2 .

g. Number of teacher aides 3 .

h. Number of bilingual teacher aides 2 .

i. Student questionnaire (administered by aides in the child's native language). Numbers indicate the amount of response in the various categories.

(1) Which way do you learn best?

(a) Reading - 1
(b) Viewing a film - 0
(c) Going on a field trip - 8
(d) Listening to a tape or record - 0

(2) How do you like to play?

(a) With a group - 7
(b) Alone - 0
(c) With the whole class - 2

(3) How do you learn best? - Invalid

(4) Which would you rather do?

(a) Make money - 0
(b) Stay home - 0
(c) Go to school - 9

j. Response table from individual staff forms. Numbers in graph indicate the amount of staff response in the various categories for Carbon District.

1) Indicate the degree to which you feel the migrant students in your district have a need in:

	No Need 1	2	3	4	Extreme Need 5
a) Social Skills			2	2	1
b) Getting along with other students		1	3	1	
c) Self-Confidence		1	1	2	1
d) Increased Ability to Communicate				3	2
e) Reading Skills			1		4
f) Math Skills			3		2
g) English Language			1		4
h) Native Language	2	1	1		1
i) Music Skills			2	1	1
j) Arts & Crafts	1	1	3		
k) Physical Development		1	1	1	1
l) Medical & Dental Care		1	3	1	1
m) Nutrition			3	1	1
n) Personal Hygiene		2			2
o) Eating Habits			5	1	
p) Toilet Skills		2	1	1	
q) Retention of Child's Own Cultural Heritage		3	1		1

2) Now indicate the degree to which you feel the Migrant Program is meeting these needs in:

	Very Poor	Poor	Satis-factory	Good	Excel-lent
a) Social Skills			2		
b) Getting Along with Other Students			2		
c) Self-Confidence			2		
d) Increased Ability to Communicate			1	1	
e) Reading Skills			1	1	
f) Math Skills			2	1	
g) English Language			1	1	
h) Native Language			1	1	
i) Music Skills			1	1	1
j) Arts & Crafts		1	1		
k) Physical Development		1		1	1
l) Medical & Dental Care		1		1	1
m) Nutritional				2	
n) Personal Hygiene			1	1	
o) Eating Habits			1	1	
p) Toilet Skills			1	1	
q) Retention of Child's Own Cultural Heritage			2		

3. Carbon School District (continued)

k. Ten prioritized concerns (submitted in staff speak-up) in order of importance as voted on by staff on an individualized basis.

1) Pre-service training program (to acquaint teachers aides with program)

(--2) Food service (more variety and quality)
Tie (
(--2) Expanded field trips (outside Carbon County)

4) More effective teacher aide program (hiring, requirements)

5) Shower facilities at school

6) More contact between parents and the school

7) Shorter day for students

8) State workshop to include the Navajo

9) State workshop to treat specific application

10) More state participation with local programs

4. Davis School District

a. Number of years the migrant program has been in operation 5.

b. Total number of children enrolled during the program 45.

c. Average daily attendance 40.

d.

Ethnic Group	Number of Students Enrolled
Spanish-American (or Mexican)	45
Navajo	0
Kickapoo	0
Anglo	0
Negro	0

e. Number of teachers 3.

f. Number of bilingual teachers 2.

g. Number of teacher aides 6.

h. Number of bilingual teacher aides 6.

i. Student questionnaire (administered by aides in the child's native language). Numbers indicate the amount of response in the various categories.

(1) Which way do you learn best?

(a) Reading - 7
(b) Viewing a film - 4
(c) Going on a field trip - 2
(d) Listening to a tape or record - 6

(2) How do you like to play?

(a) With a group - 1
(b) Alone - 2
(c) With the whole class - 14

(3) How do you learn best?

(a) When a lesson is presented in English - 4
(b) When the lesson is presented in English and child's language - 9
(c) When the lesson is presented in child's language - 5

(4) Which would you rather do?

(a) Make money - 4
(b) Stay home - 1
(c) Go to school - 13

j. Response table from individual staff forms. Numbers in graph indicate the amount of staff response in the various categories for Davis District.

1) Indicate the degree to which you feel the migrant students in your district have a need in:

	No Need 1	2	3	4	Extreme Need 5
a) Social Skills		1	1		3
b) Getting along with other students			3	1	1
c) Self-Confidence		1	1	2	2
d) Increased Ability to Communicate		1		1	4
e) Reading Skills				3	3
f) Math Skills				3	2
g) English Language		1	1	2	2
h) Native Language	1	3	2		
i) Music Skills		3	2		1
j) Arts & Crafts	1	1	3	1	
k) Physical Development	1	1	2	1	1
l) Medical & Dental Care			3	2	1
m) Nutrition	1		3	2	1
n) Personal Hygiene	1		3	1	1
o) Eating Habits	1		4	1	1
p) Toilet Skills	1		2	1	1
q) Retention of Child's Own Cultural Heritage		1	2	2	1

2) Now indicate the degree to which you feel the Migrant Program is meeting these needs in:

	Very Poor	Poor	Satis-factory	Good	Excel-lent
a) Social Skills		1	5		
b) Getting Along with Other Students		1	4	1	
c) Self-Confidence		2	2	2	
d) Increased Ability to Communicate		2	1	2	1
e) Reading Skills		1	2	2	1
f) Math Skills		1	3	1	1
g) English Language			3	2	1
h) Native Language		1	3	1	1
i) Music Skills		1	2	2	1
j) Arts & Crafts			1	5	
k) Physical Development			3	3	
l) Medical & Dental Care			4	3	
m) Nutritional			5	1	
n) Personal Hygiene		1	5	1	
o) Eating Habits			6		
p) Toilet Skills		1	5	1	
q) Retention of Child's Own Cultural Heritage			5	1	

4. Davis School District (continued)

k. Fourteen prioritized concerns (submitted in staff speak-up) in order of importance as voted on by staff on an individualized basis

1) Educational supplies on time (not ordered until program started)

2) Bilingual materials (texts, visual aids, records; e.g., eyegate)

(--3) Better trained aides

Tie (

(--3) Administration of aide program (hiring, role definition)

5) Full time administrator (not borrowed, principal)

6) Staff coordination (meetings, etc., local)

7) Clothing and incidentals (for children)

8) Parents to be more aware of school program

9) Elimination of unnecessary visits (titles without practical help)

10) More practical workshop

11) Food service (variety, quantity)

12) Coordination of day care and Title I

13) Toys and games (puzzles, trucks, dolls)

14) Utilization of school facilities (band, space)

5. Jordan School District

a. Number of years the migrant program has been in operation 2.

b. Total number of children enrolled during the program 58.

c. Average daily attendance 30.

d.

Ethnic Group	Number of Students Enrolled
Spanish-American (or Mexican)	43
Navajo	15
Kickapoo	0
Anglo	0
Negro	0

e. Number of teachers 2.

f. Number of bilingual teachers 2.

g. Number of teacher aides 2.

h. Number of bilingual teacher aides 2.

i. Student questionnaire (administered by aides in the child's native language). Numbers indicate the amount of response in the various categories.

(1) Which way do you learn best?

(a) Reading - 10
(b) Viewing a film - 4
(c) Going on a field trip - 5
(d) Listening to a tape or record - 0

(2) How do you like to play?

(a) With a group - 5
(b) Alone - 3
(c) With the whole class - 11

(3) How do you learn best?

(a) When a lesson is presented in English - 14
(b) When the lesson is presented in English and child's language - 3
(c) When the lesson is presented in child's language - 2

(4) Which would you rather do?

(a) Make money - 4
(b) Stay home - 1
(c) Go to school - 14

j. Response table from individual staff forms. Numbers in graph indicate the amount of staff response in the various categories for Jordan District.

1) Indicate the degree to which you feel the migrant students in your district have a need in:

	No Need 1	2	3	4	Extreme Need 5
a) Social Skills			1	3	
b) Getting along with other students	1		1	2	1
c) Self-Confidence				3	1
d) Increased Ability to Communicate				3	1
e) Reading Skills				3	1
f) Math Skills				3	1
g) English Language			1	3	
h) Native Language			2	2	
i) Music Skills		1	1	2	
j) Arts & Crafts		1	1	2	1
k) Physical Development		1		1	2
l) Medical & Dental Care				2	2
m) Nutrition				3	1
n) Personal Hygiene				3	1
o) Eating Habits			1	2	1
p) Toilet Skills			1	3	
q) Retention of Child's Own Cultural Heritage			1	3	

2) Now indicate the degree to which you feel the Migrant Program is meeting these needs in:

	Very Poor	Poor	Satis-factory	Good	Excel-lent
a) Social Skills		1	1	2	
b) Getting Along with Other Students		2		2	
c) Self-Confidence		1	1	2	
d) Increased Ability to Communicate		2		2	
e) Reading Skills		1	1	2	
f) Math Skills		1	2	2	
g) English Language			1	2	1
h) Native Language			1	3	
i) Music Skills				4	
j) Arts & Crafts			1	2	1
k) Physical Development			1	2	1
l) Medical & Dental Care			1	3	
m) Nutritional			1	3	
n) Personal Hygiene			2	2	
o) Eating Habits			1	3	
p) Toilet Skills			1	3	
q) Retention of Child's Own Cultural Heritage			1	3	

5. Jordan School District (continued)

k. Twelve prioritized concerns (submitted in staff speak-up) in order of importance as voted on by staff on an individualized basis.

1) More communication between program and parents (recruitment, info.)

2) Follow-up program for migrants who stay in regular system until November

(--3) More background information on students
Tie (
(--3) Navajo materials (bilingual)

(--5) Longer program (to September)
Tie (
(--5) System to retrieve individualized materials

7) Better supervision of day care and better trained employees

(--8) Regulation on teacher-student ratios
Tie (
(--8) More communication with state Title I

10) More shower facilities for program

(--11) More practical workshop (train aides, role definition)
Tie (
(--11) Utilization of volunteer help

6. Nebo School District

a. Number of years the migrant program has been in operation 4 .

b. Total number of children enrolled during the program 91 .

c. Average daily attendance 65 .

d.

Ethnic Group	Number of Students Enrolled
Spanish-American (or Mexican)	31
Navajo	9
Kickapoo	46
Anglo	3
Negro	2

e. Number of teachers 5 .

f. Number of bilingual teachers 2 .

g. Number of teacher aides 9 .

h. Number of bilingual teacher aides 8 .

i. Student questionnaire (administered by aides in the child's native language). Numbers indicate the amount of response in the various categories.

(Invalid)*

*Form was changed after the Nebo student interviewing was finished.

j. Response table from individual staff forms, Numbers in graph indicate the amount of staff response in the various categories for Nebo District.

1) Indicate the degree to which you feel the migrant students in your district have a need in:

	No Need 1	2	3	4	Extreme Need 5
a) Social Skills				5	1
b) Getting along with other students			1	4	1
c) Self-Confidence				1	5
d) Increased Ability to Communicate				3	3
e) Reading Skills				2	3
f) Math Skills			1	2	2
g) English Language			1	2	3
h) Native Language		2	3		
i) Music Skills			3	1	2
j) Arts & Crafts			6		
k) Physical Development		1	5	1	
l) Medical & Dental Care			2	3	
m) Nutrition		2	1	3	
n) Personal Hygiene			2	3	1
o) Eating Habits			3	3	
p) Toilet Skills			4	2	
q) Retention of Child's Own Cultural Heritage		1	3	1	1

2) Now indicate the degree to which you feel the Migrant Program is meeting these needs in:

	Very Poor	Poor	Satis-factory	Good	Excel-lent
a) Social Skills			5	1	
b) Getting Along with Other Students		2	3	1	
c) Self-Confidence		3	2	1	
d) Increased Ability to Communicate	1	2	1	2	
e) Reading Skills	1		4		
f) Math Skills	1		4		
g) English Language	1	2	2	1	
h) Native Language		1	3		
i) Music Skills			5	1	
j) Arts & Crafts			4	2	
k) Physical Development			4	1	1
l) Medical & Dental Care			3	3	
m) Nutritional			3	2	1
n) Personal Hygiene		1	3	2	
o) Eating Habits		1	4	1	
p) Toilet Skills			5	1	
q) Retention of Child's Own Cultural Heritage		1	3	2	

6. Nebo School District (continued)

k. Ten prioritized concerns (submitted in staff speak-up) in order of importance as voted on by staff on an individualized basis.

1) Self-image development (especially Kickapoo)

2) Language development (English and second)

3) Certified teachers for ethnic groups

4) Health and medical care

5) Cultural development (among the four ethnic groups)

6) Better housing

7) Teacher aides for ethnic groups (especially Kickapoo)

8) Better parent contact with program

9) Better teacher-parent contact

10) Food service (culturally relevant)

7. Weber School District

a. Number of years the migrant program has been in operation 4 .

b. Total number of children enrolled during the program 90 .

c. Average daily attendance 55 .

d.

Ethnic Group	Number of Students Enrolled
Spanish-American (or Mexican)	90
Navajo	0
Kickapoo	0
Anglo	0
Negro	0

e. Number of teachers 3 .

f. Number of bilingual teachers 3 .

g. Number of teacher aides 4 .

h. Number of bilingual teacher aides 2 .

i. Student questionnaire (administered by aides in the child's native language). Numbers indicate the amount of response in the various categories.

(1) Which way do you learn best?

(a) Reading - 18
(b) Viewing a film - 2
(c) Going on a field trip - 4
(d) Listening to a tape or record - 19

(2) How do you like to play?

(a) With a group - 8
(b) Alone - 8
(c) With the whole class - 27

(3) How do you learn best?

(a) When a lesson is presented in English - 9
(b) When the lesson is presented in English and child's language - 10
(c) When the lesson is presented in child's language - 26

(4) Which would you rather do?

(a) Make money - 9
(b) Stay home - 0
(c) Go to school - 31

j. Response table from individual staff forms. Numbers in graph indicate the amount of staff response in the various categories for Weber District.

1) Indicate the degree to which you feel the migrant students in your district have a need in:

	No Need 1	2	3	4	Extreme Need 5
a) Social Skills			3	2	2
b) Getting along with other students	1		3	1	2
c) Self-Confidence		1	1	4	2
d) Increased Ability to Communicate		1	3	1	3
e) Reading Skills			2	3	2
f) Math Skills			3	3	2
g) English Language			2	3	2
h) Native Language	1		3		2
i) Music Skills		2	4	1	
j) Arts & Crafts		2	3	3	
k) Physical Development		1	2	3	1
l) Medical & Dental Care			1	2	4
m) Nutrition		1		3	4
n) Personal Hygiene		1	1	3	3
o) Eating Habits			5		2
p) Toilet Skills	1	2	2	3	
q) Retention of Child's Own Cultural Heritage	1	1	1	2	2

2) Now indicate the degree to which you feel the Migrant Program is meeting these needs in:

	Very Poor	Poor	Satis-factory	Good	Excel-lent
a) Social Skills		1	6	1	
b) Getting Along with Other Students		1	6	1	1
c) Self-Confidence		1	4	3	
d) Increased Ability to Communicate			1	7	
e) Reading Skills		1	2	4	
f) Math Skills			2	5	
g) English Language			2	6	
h) Native Language		1	1	4	2
i) Music Skills			3	4	
j) Arts & Crafts		1	3	3	
k) Physical Development			5	4	
l) Medical & Dental Care			3	3	2
m) Nutritional			4	5	
n) Personal Hygiene		1	7	1	
o) Eating Habits			7	2	
p) Toilet Skills			5	3	
q) Retention of Child's Own Cultural Heritage			4	3	

7. Weber School District (continued)

k. Ten prioritized concerns (submitted in staff speak-up) in order of importance as voted on by staff on an individualized basis.

1) Adult education

(--2) Practical workshop (1 day on district level)
(
Tie (--2) More teachers
(
(--2) English as target language (Spanish not minimized)

5) Better trained aides

6) Culturally relevant materials (books, visual aids, etc.)

7) Health services (expansion of dental and nutritional)

8) Parent involvement in program

9) Recreational equipment

10) Consultants for arts and crafts

B. The Instruments

ADULT INTERVIEW GUIDE

The information gleaned from the adult segment of the migrant population will be used for an overall needs evaluation. Our best interviewing has come through informal and oral visits with the migrant. For that reason, this guide should not be used as a questionnaire. Rather, it is only a guide to the areas that should be touched during the interview.

1. In an interview of this type, it is first necessary to make the people feel at ease. Usually, informal questions such as: How long have you been coming to this area? Where are you from? etc., will help. After a few minutes of informal visiting, you can start turning the discussion towards the needs of the children.

2. It is important to keep the discussion informal. Let the adults discuss any area of their children's needs that they would like to talk about. Be objective, write down exactly what the parent says. There are several areas that you should touch during the visit:

   a. Educational Needs: What are the educational needs of the children? Do the parents want the children to learn anything that they aren't being taught right now? How do the parents view the migrant education program? What does the parent dislike about the migrant education program?

   b. Social Needs: What are the social needs of the children? Are there any social needs that could be met through the school program? What social skills would the parents like to see their children gain? How do the parents feel about their children's ability to mix well with other ethnic groups?

   c. Health Needs: What health needs do the children have? Do the parents have any reservations about letting their children participate in health service programs? Do the parents have an understanding of what services are available?

   d. Physical Needs: What material needs do the children have? Do the parents have any reservations about receiving help from outside sources?

   e. Cultural Needs: What are the cultural needs of the children? Do the parents feel that education robs the child of his own culture (language and tradition)? What changes are needed in the school program in order to satisfy these cultural needs?

3. How much do the parents understand about the migrant summer school program? Does the adult know what the children do while they are in school?

4. What would the parents like to study if given the chance? This interest might include crafts and skills as well as normal academic subjects.

5. And finally, make sure the parents have the chance to make <u>any</u> suggestions or comments that they feel would improve the school program.

Age

STUDENT QUESTIONNAIRE

1. Which way do you learn best?

   a. Reading
   b. Viewing a film
   c. Going on a field trip
   d. Listening to a tape or record

2. How do you like to play?

   a. With a group
   b. Alone
   c. With the whole class

3. How do you learn best?

   a. When a lesson is presented in English
   b. When the lesson is presented in English and _____ (child's language)
   c. When the lesson is presented in _____(child's language)

4. Which would you rather do?

   a. Make money
   b. Stay home
   c. Go to school

5. Why do you want to study English?

6. What do you like best about this school program?

7. What would you like to study about that isn't being taught now?

8. What do you want to be when you grow up?

9. Why do you want to be (#8) _____ when you grow up?

10. What do you like least about the school program?

11. How can we improve our school program for next year?

STAFF QUESTIONNAIRE

This questionnaire is to be used in the formulation of a needs assessment for the Migrant Program in Utah. Needs, for our purposes, can be defined as a gap between what is and what ought to be. Looking at our unmet needs and weaknesses is the first and most important step in the problem solving process.

1. District _____

2. Your assignment in the program _____

3. What ethnic group(s) does your assignment involve?_____

4. How many years have you worked with the program? _____

5-7. What are the unmet needs for the Migrant Program in your district? Please make a list which includes at least ten. Make the one which you feel is the greatest and most important need number one, the least important number ten. Please be specific; for example, if you list equipment as a need, specify the type and specific nature of the equipment. Also, list only unmet needs; for example, if you feel the migrant student has a special need in reading, list reading as a need only if you feel the need is not being met by the present program. Included in this list may be your own assignment's unmet needs, student educational and cultural needs, or general program needs. (If you need additional space, please use the back of this page.)

8. With respect to your specific assignment in the program, in what ways was the Title I, Inservice Training Workshop held in May helpful?

1. _____
2. _____
3. _____
4. _____
5. _____

Staff Questionnaire
Page #2

9. What changes would improve another similar workshop?

1. _____
2. _____
3. _____
4. _____
5. _____

10. Was an inservice training workshop held in your district? _____

11. If so, evaluate its effectiveness:

Ineffective				Very Effective
1	2	3	4	5

Staff Questionnaire
Page #3

12. Migrant needs

1) Indicate the degree to which you feel the migrant students in your district have a need in:

	No Need 1	2	3	4	Extreme Need 5
a) Social Skills					
b) Getting along with other students					
c) Self-Confidence					
d) Increased Ability to Communicate					
e) Reading Skills					
f) Math Skills					
g) English Language					
h) Native Language					
i) Music Skills					
j) Arts & Crafts					
k) Physical Development					
l) Medical & Dental Care					
m) Nutrition					
n) Personal Hygiene					
o) Eating Habits					
p) Toilet Skills					
q) Retention of Child's Own Cultural Heritage					

2) Now indicate the degree to which you feel the Migrant Program is meeting these needs in:

	Very Poor	Poor	Satis-factory	Good	Excel-lent
a) Social Skills					
b) Getting Along with Other Students					
c) Self-Confidence					
d) Increased Ability to Communicate					
e) Reading Skills					
f) Math Skills					
g) English Language					
h) Native Language					
i) Music Skills					
j) Arts & Crafts					
k) Physical Development					
l) Medical & Dental Care					
m) Nutritional					
n) Personal Hygiene					
o) Eating Habits					
p) Toilet Skills					
q) Retention of Child's Own Cultural Heritage					